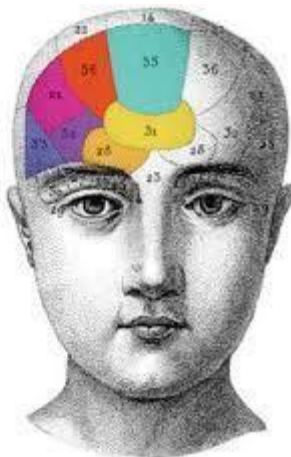


History and Systems
Psychology 405
Section 01 F2F–Fall 2021
Syllabus

Dr. Burns, 2219 ASH, 331-2862, Email burnsl@gvsu.edu
Class hours: 11:30-12:45 Tu/Th, Rm 2132 AuSable Hall

Office Hours: I am looking forward to meeting and talking with you this semester. I will be in my office Tuesdays and Thursdays 1:00-2:00pm. If these times are not convenient, please speak with me so we can arrange an appointment.

- 21. Typography
- 28. Colour Sense
- 31. Special Balance
- 32. Alignment
- 33. Hierarchy
- 35. White Space
- 36. Harmony



Required Text(s): On Bb (no charge): Bolles, R.C. (1993; special PDF edition) *The Story of Psychology*. Cengage.
On Bb: Koch & Leary (1992; no charge). *A Century of Psychology as Science*. American Psychological Association.

Course Objectives: Even as a relatively new science psychology has a diverse and meaningful history. Based on historical and contemporary work this course will review many of the theoretical foundations of psychology. Readings emphasizing the contributions of the major schools of psychology and related areas will be included to highlight various aspects of the development of the science of psychology.

Class Format: As an upper level class this course is not a purely lecture class. I encourage you to ask questions and participate in classroom discussions. Your grade is based in part on your participation. Reading class material prior to class attendance will be required. Due to class format, frequent absences from class may reduce your final grade.

Upon successful completion of this course, students will be able to:

1. Describe basic issues in the history and philosophy of science (e.g., how does scientific knowledge grow in any particular discipline? What is the logic of scientific theory testing?)
2. Describe broader theoretical issues related to the history and philosophy of science (e.g., the ontological problem and consciousness).
3. Explain early psychological thought and scholarship.
4. Explain and differentiate between the major schools of thought in psychology.

Grading: Your final grade will be based on three (3) exams, ten (10) weekly write-ups and weekly questions related to the assigned readings (excluding the 1st week there are 11 weekly sections drop one at your preference), and discussion participation each Thursday (11 weekly discussions, 3 points per week, drop two at your preference). Each exam will consist of four (answer three) essay questions drawn from the readings and class discussions. Each exam will cover material from a particular section of the course, and will count equally toward your final grade. The third exam (given during finals week) will not be comprehensive. Each exam will count for 60 points. Questions & write-ups will be worth 180 points (18 points each). Discussion participation will be worth 27 points. The history project will be worth 50 points. Thus, the maximum number of points you can gain for all exams, write-ups, questions & discussion, and your history project with references is 437 points. You are guaranteed the following grade based on your total score:

Grade Point Distribution	
406-437	A
396-405	A-
389-395	B+
360-388	B
355-359	B-
347-354	C+

322-346 C
315-321 C- 293-314
D+
274-292 D
<274 F

Make-up Exams: I will give make-up exams based on extenuating circumstances.

GVSU Policy Pointers—

Caring for Students

Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations.

Disabilities Support Resources

If you have any condition, such as a physical or mental disability, which will make it difficult for you to carry out the work as outlined, or which will require extra time on examinations, please notify me in the first week of the course so that we can make appropriate arrangements.

Face coverings

Face coverings, such as masks, are required to be worn in the classroom. Students who have forgotten their face coverings may get a disposable mask at a campus office. The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with an inclusive living and learning environment with equitable opportunities for success](#). [GVSU's policy on face coverings](#) is posted on the Lakers Together website. Students who are not able to wear a face covering due to a medical condition should [contact Disability Support Services \(DSR\)](#) to discuss their individual situation.

Mental Health

Mental health concerns, including overwhelming stress, excessive worry, difficulty participating in daily activities, and changes in mood, appetite, or sleep patterns can interfere with your academic performance. College student surveys report that roughly 1 out of 3 students screen positive for a current mental health concern ([Healthy Minds Study](#)). GVSU values your health and wellness and provides services to support your mental health. If you would like mental health support or are concerned for another member of our campus community, reach out to the [University Counseling Center](#) for free resources, self-help options, and services. Also, visit [Campus Recreation & Wellness](#) for additional health and wellness programming.

Assistance with Writing

The Fred Meijer Center for Writing, with locations at the Allendale and Pew/Downtown Grand Rapids campuses, is available to assist you with writing for any of your classes. Writing consultants, who are fellow GVSU students, are trained to help you with all stages of your writing process, from brainstorming to organizing to editing your papers. Simply bring a draft of your paper, the assignment sheet, and your questions/concerns to any of the Center's locations. Also, through your Gmail account, you have access to online consultations through Google Docs. The Center's services are free and you can drop in and work with a consultant or make an appointment, either through our website or by calling the Center (331-2922). For more information about our services and locations, please visit the [Writing Center website](#).

Fire/emergency statement

Immediately proceed to the nearest exit during a fire alarm. Do not use elevators.

Bb and email

1. Computing Conditions of Use (Condition #7):

Using university technology resources for commercial use is strictly prohibited. Such resources are to be solely used in conjunction with doing business for GVSU or purposes directly related to academic work. 2. Email Policy (In Section B, "Account Usage," the 3rd paragraph):

University e-mail services shall not be used to send unsolicited commercial emails and such use may result in your account being disabled.

Write-ups and Questions for each week (Thursday discussion):

Write-ups typically range from one to three pages (double spaced) per chapter.

I. What is point of the chapter(s)? (15 points for the pair of chapters-- each week.)

What is the dominant model or system under examination in the chapter? Is this model or system still in use today and if so in what way? If not, then why not? What is the main point of the chapter? What does this chapter add/reveal about the history of psychology? Why do you think so? Your write-up is not to be a "book report" or simple reiteration of what you read, but, instead, your thoughtful synthesis and reaction to it.

Write-ups will be due at the **end** of class each Tuesday (excluding 1st week and review/exam weeks),

Late write-ups lose three (-3) points a day. I prefer not to accept any papers via email; I realize there will be exceptions.

Please note (General Academic Policies, p.78; 1996-1997) **Plagiarism** is "Any ideas or material taken from another source... must be fully acknowledged... sentences or paragraphs... any student who fails to give credit, is guilty of **plagiarism**."

"Such activity (**plagiarism**) may result in failure of a specific assignment, an entire course, or if flagrant, dismissal from GVSU."

II. Weekly Questions? (3 points)

Based upon your reading and personal beliefs list a minimum of four questions related to the chapters (that is, a minimum of two (2) from each reading. They need to come from both sources assigned for the week (list source for each set of questions). Please consider asking questions about aspects of the readings that move you, or confuse you.

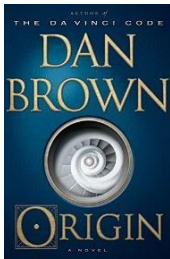
These will be due by 5:00 p.m. each Monday via email.

No credit will be provided for questions delivered after 5:00 p.m. ⚡ 5:05 p.m. is late = zero (0) credit.

Please do not delay! (You may feel free to send them in on Sundays if you like.)

⚡ **Please place a header** on your e-mail "**Psy-405 Week X Questions**" Send these in the **main body** of your email—do not use an attachment.

The Dan Brown History Project (50 points)



Based on the **first** letter of your last name you are to trace a GVSU psychology faculty member within two (2) letters of either side of your last initial (e.g., if your last initial is "J" you can only approach faculty with last names which begin with "H", "I", "J", "K", or "L" [A, B, Y, & Z, are high and low].

As I do not want complaints from faculty for excessive questions --the only question(s) you may ask is "Who was your dissertation advisor, who was his/her dissertation advisor, and what graduate school did he/she attend? The rest is up to you to dig up.

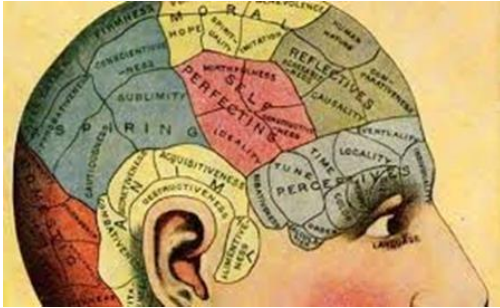
Your mission is to track the training orientation of a particular faculty member back a minimum of four (4) generations including the current faculty member. Can you get past William James or Wundt to some of the earlier philosophers? Provide at least one paragraph for each "generation" you go back.

- 1) E.g., "X at GVSU" was trained by Jones. "X" is known for his/her work regarding (get this from Google Scholar, Research Gate, or the department web page).
- 2) Jones (1945-) is most widely known for work related to "Y". Jones was trained by Watson (1878-1958).
- 3) Watson is famous for and was trained James R. Angell and H.H. Donaldson at the University of Chicago.
- 4) Angell was trained by...

Careful attention to detail and supporting information, along with creativity in linking the various psychological schools or orientations to the faculty member will determine much of your grade. You will need at least three (3) noninternet references (texts or periodicals) to supplement your detective work. Think for instance about Freud and his influence on several subsequent theorists who went in completely different directions than their initial work with Freud.

You will need a minimum of 700-800 words to accomplish this project

Due December 2nd



Section I

August 31st Introduction of material

September 2nd ***What defines [a] science?***

1 *The Beginnings of a Science (Italics—Bolles' Text)*

September 4th

1 The Constitutive Problem of Psychology
Flis & van Eck (2017) Framing Psychology as a Discipline...
(Non-italics—Koch & Leary Text or Journal Article on Bb)

September 7th ***Of a mechanistic faith...?***

2 *Physiological Background*

September 9th **Discussion**

9 Conclusions...Research on Sense Perception

September 14th ***Déjà vu—the four themes, or something more?***

3 *Philosophical Themes*

September 16th **Discussion**

27 Conceptual Analysis & Psychological Theory

September 21st ***Floundering then Finding vs Lost and Found?***

4 *Loss of the Themes*

September 22nd **Discussion**

Gopnik, A. (2015, October). How an 18th Century Philosopher Helped Solve my Midlife Crisis.

September 28th review & September 30th Exam 1



Section 2

<u>October 5th</u>	<i>What is Perception?</i>
5	<i>Sensory Physiology & Perceptual Problems</i>
<u>October 7th</u>	Discussion
36	The Other Gustav Theodor Fechner
<u>October 12th</u>	<i>Are we [still] stuck between philosophy & physiology?</i>
6	<i>Wundt and Structuralism</i>
<u>October 14th</u>	Discussion
25	The Cult of Empiricism in Psychology and Beyond
<u>October 19th</u>	<i>What role, the Loyal Opposition?</i>
7 & 8	<i>The Periphery in Germany & Britain</i>
<u>October 21st</u>	Discussion
33	Genes, Consciousness, and Behavior Theory
<u>October 26th</u>	<i>What lies at the heart of American Psychology?</i>
9	<i>The American Pioneers</i>
<u>October 28th</u>	Discussion
40	William James—The Mind as Artist

Last day to Drop Class is October 29th.

November 2nd review & November 4th Exam 2



Section 3

November 9th **Why Functionalism?**

10 *American Functionalism*

November 11th **Discussion**

12 *Conditioning and Learning*

November 16th **Is Was Psychoanalysis a Paradigm?**

11 *Psychoanalysis*

November 18th **Discussion**

Ravitz, P. (2017). Contemporary Psychiatry, Psychoanalysis, and Psychotherapy.

November 23rd **Open Discussion**

November 24-26 **Thanksgiving Break** No Class

November 30th **Could things have gone differently?**

12 & 14 *Gestalt & Cognitive Psychology*

December 2nd **Discussion**

5 *Rediscovering Gestalt Psychology*

December 2nd **History Project due**

December 7th **“Excitement and Pink lemonade...”?**

15 *The Diversification of Psychology*

December 9th **Discussion**

42 *Psychology and Poetry*

December 14th **Tuesday @10-11:50pm** **Final Exam**